DOCUMENT RESUME

ED 164 062 JC 790 071

TITLE	Institutional Research, Fiscal Year 1978: The Students. Research Monographs Nos. I, III, VI-XII, and XIV.
INSTITUTION	South Oklahoma City Junior Coll., Okla.
PUB DATE	78
NOTE	70p.; Pages 64-65 of the original document have been deleted due to irreproducibility ; Best copy available
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Academic Achievement; Community Colleges; Enrollment Trends; Graduate Surveys; High School Students; Institutional Research; *Junior Colleges; *Junior College Students; *School Surveys; Student Attitudes; *Student Characteristics; Student Financial Aid

ABSTRACT

Within this document are eight institutional research monographs dealing with the students of South Oklahoma City Junior College (SOCJC). The first paper contains condensed information from a series of papers by the American Association of Community and Junior Colleges concerning national data on two-year colleges and their students. Comparisons of enrollment between fall 1976 and fall 1977 at SOCJC focusing on student characteristics, type of instruction, and program enrollment are presented in a second document. The next paper compares a random sample of financially-aided students with a sample of unaided students. A fourth study presents data from a survey of 1977 high school graduates to determine their activities since graduation. The fifth paper evaluates American College Testing Program scores of students entering SOCJC in 1977 in relation to college choice factors, educational aspiration, and high school information. A further study compared student characteristics between fall 1977 and spring 1978, focusing on age, day or night class attendance, type of instruction, and degree program. The seventh monograph presents a follow-up study of 1977 graduates of SOCJC to determine their employment status and attitudes toward college programs. The final paper deals with enrollment trends with an aim toward future college development. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED164062

BEST COPY AVAILABLE

INSTITUTIONAL RESEARCH

FISCAL YEAR 1978

The Students

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Annmarie Shirazi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

South Oklahoma City Junior College

Office of Planning and Development

JC 790 071

TABLE OF CONTENTS

INTRODUCTION i

RESEARCH MONOGRAPHS

I. National Data on Two-Year Colleges and Their Students 1

III. Enrollment Comparisons Between Fall, 1976, and Fall, 1977 14

VI. A Comparison of a Random Sample of Financially-Aided Students with a Random Sample of Unaided Students 30

VII. Questionnaire to 1977 High School Graduates 35

VIII. ACT Scores of Entering Students, Fall, 1977 41

IX. A Comparison of Student Characteristics Between Fall, 1977, and Spring, 1978 49

X. A Student View of On-Line Enrollment 53

XI. The Tutorial Assistance Program 57

XII. Information From 1977 Graduates of SOCJC 61

XIV. Some Observations on Enrollment Patterns 80

INTRODUCTION

During fiscal year 1978, a number of research studies were carried out from which fourteen research monographs were written at intervals throughout the year to summarize the major institutional research projects undertaken. Within this document are the seven research monographs dealing with the students of South Oklahoma City Junior College.

In the upcoming year, in addition to ongoing institutional research already underway, research studies in the following areas are under consideration:

1. *Comparison of student completion rates in courses taught by full-time faculty and adjunct faculty.*
2. *Need assessments of the community.*
3. *Follow-up of students who were initially enrolled in non-credit courses or special programs.*
4. *The development of a profile and reasons for students not returning both from semester to semester and from course to course.*
5. *Comparison of completion rates before and after the development of the AVT Lab.*

NATIONAL DATA ON TWO-YEAR COLLEGES AND THEIR STUDENTS

RESEARCH MONOGRAPH I

Office of Planning and Development

July, 1977

The information contained in the following pages was compiled in a series of papers by the American Association of Community and Junior Colleges. I have merely condensed the information in an attempt to describe some of the basic trends which have been taking place over the past few years. For more detailed information in any area, contact the Research Office.

ENROLLMENT

The overall enrollment pattern at two-year colleges has shown an increase each year from the previous year since 1960. This can be seen in Table I below.

TABLE I

All Two-Year Institutions

Year	Number of Colleges	Enrollment	Percent of Increase of Enrollment over Preceding Year Enrollment
1960	678	660,216	3.1
1961	678	748,619	13.4
1962	704	818,869	9.4
1963	694	927,534	13.3
1964	771	1,043,963	12.6
1965	771	1,292,753	23.8
1966	837	1,464,099	13.3
1967	912	1,671,440	14.2
1968	993	1,954,116	16.9
1969	1,038	2,186,272	11.9
1970	1,091	2,499,837	11.4
1971	1,111	2,680,762	7.2
1972	1,141	2,866,062	6.9
1973	1,165	3,144,643	9.7
1974	1,203	3,527,340	12.1
1975	1,230	4,069,279	15.4
1976	1,233	4,084,976	0.4

From the fall, 1975, to the fall, 1976, the enrollment was almost static; this is believed due to a number of factors including:

1) fewer veterans,

2) decreased unemployment rates, and

3) increases in tuition.

A growth pattern is expected to be continued, however, since community and junior colleges are expected to continue to serve increased proportions of women, minorities, and older students. Enrollment projections from 1975 to 1985 show a 48 percent increase for two-year schools and only a 4 percent increase for four-year schools. In the fall, 1976, 35 percent of all students enrolled in postsecondary education were enrolled at two-year schools.

STUDENT CHARACTERISTICS

In general, more students in two-year colleges are older, married, part-time, come from less affluent homes, and their parents have less education than students who attend four-year colleges. The following are some of the characteristics as of the fall 1976 semester of the student body at two-year colleges.

1) Of those out of high school for over five years, 75 percent go to a two-year college.

2) Less than one-third receive $500 or more from their parents while attending school.

3) Thirty percent are married.

4) Fifty percent over 21 years old.

5) Twenty-seven percent come from families with an income below $10,000.

6) Seventeen percent of the first-time freshmen are minority students.

7) Fifty-seven percent are enrolled full-time.

PROGRAMS

In 1965, 13 percent of the students in two-year colleges were occupational programs; by 1970, 30 percent were in occupational programs; and in the fall, 1976, the enrollment in occupational programs was about one-half of the total enrollment in two-year schools. A survey revealed that 75 percent of the first-time, full-time students cited the ability to get a better job as their primary reason for attending school, giving some indication that occupationally directed programs will continue receiving a large portion of the student enrollment.

FINANCIAL AID AND TUITION

In fiscal 1977, the average tuition at two-year public colleges was $332 while it was $1,645 at private two-year schools. These figures show a 4 percent increase from the previous year for public schools, and a 7 percent increase for private schools.

Of the 1,584,000 students in postsecondary education receiving aid, 23.4 percent or 370,656 students were enrolled in two-year colleges. A study showed that two-year college students' major source of income to be one of the following:

1) Fifty-three percent said, "earnings while attending school."

2) Twenty-seven percent said, "income from their families."

3) Twenty-four percent said, "personal savings."

In looking at the incomes of the families of students, 53 percent came from families having an annual income below $11,999. Of the $605,779,379 BEOG funds in 1975-76, 40 percent went to public two-year colleges.

Tuition and fees collected in two-year colleges accounted for 17 percent of the revenue in 1975-76. At four-year colleges, it accounted for 25 percent of the revenue, and at universities, it accounted for 18 percent of the revenue. In 1973, $1,126 was spent per student at two-year public schools, while $3,026 was spent per student when all post-secondary institutions were considered.

FACULTY AND ADMINISTRATION

The number of full-time faculty teaching in two-year colleges in the fall, 1976, was 199,691, up 10 percent from the previous year, but this number was only 44 percent of the total faculty at two-year colleges (the rest being part-time). At the present about 10 percent of those teaching have their doctorate and three out of four have a master's degree.

Most faculty teach from 12-17 hours per week, with the average being 15 hours. A study found that two-thirds of the two-year colleges have a faculty development committee, and 87 percent of the schools reported some type of periodic performance review of the faculty.

In the 1,200 two-year colleges reporting in October, 1976, there are 15,653 administrators and 13,180 professional staff (such as librarians and counselors). All administrators have at least a master's degree and most presidents and academic deans have doctorates. Most administrators have come from community junior colleges, either the one they are presently working in or another one.

TYPES OF SCHOOLS

In the 1977 directory, there are 1,233 two-year institutions listed including 78 multi-campus districts, 203 private two-year colleges, 90 two-year branches of four-year schools, and 862 single-campus, public two-year colleges.

ENROLLMENT COMPARISONS BETWEEN FALL, 1976, AND FALL, 1977

RESEARCH MONOGRAPH III

Office of Planning and Development
October, 1977

The total number of students enrolled in the Fall 1976 semester was 4,414, while the Fall 1977 enrollment is 5,379, a 21.9 percent increase. In looking at FTE produced, an 12.8 percent increase was realized between the two semesters (Fall, 1976--2,244; Fall, 1977--2,531). Fall 1977 showed an increase in the percent of women over the Fall, 1976, with 57.7 percent of the total enrollment being women in the Fall, 1977, and 53.8 percent of the total enrollment being women in Fall, 1976. A proportionate decrease in men was experienced between the two Falls.

AGE OF STUDENTS

Considering the average age of students, in the Fall, 1977, the average age is 28.5 years, slightly higher than it was Fall, 1976 (27.8 years). The range of ages is greater in the Fall, 1977 (16 years to 72 years) than it was in the Fall, 1976 (17 years to 66 years). The average age for males went up from 27.5 years in the Fall, 1976, to 28.35 years in the Fall, 1977. While the average age for women went up up a little over half a year (28.0 years in Fall, 1976, and 28.66 years in Fall, 1977). Both semesters, the greatest percent of students (Fall, 1976--70.3 percent; Fall, 1977--69.5 percent) are in the age range from 16 to 31 years.

DAY AND NIGHT CLASSES

When looking at the times a student attends class, the majority of students in both semesters enrolled in just night classes (Fall, 1976--60.7 percent; Fall, 1977--60.8 percent). The percent of students enrolled

in just day classes went up slightly (Fall, 1976--22.7 percent; Fall, 1977--23.4 percent), while the percent of those enrolled in both day and night classes decreased slightly (Fall, 1976--16.6 percent; Fall, 1977--15.7 percent).

In looking at the time of classes and the sex of the students for both fall semesters, a larger percent of females than males enrolled in only day classes and only night classes. A difference appears between the two falls in those students taking both day and night classes with an equal number of males and females enrolled in the Fall, 1977, while a greater proportion of males than females were enrolled in the Fall, 1976.

TYPE OF INSTRUCTION

The types of instruction under consideration are: Individual Paced (IP), Group Paced (GP), and Multiple Paced (MP), as well as all combinations of these three.

	IP	GP	MP	IP/GP	IP/MP	GP/MP	IP/MP/GP
FALL, 1976	1.1%	40.4%	11.8%	3.8%	1.5%	36.3%	5.1%
FALL, 1977	1.8%	37.1%	18.6%	2.3%	2.1%	33.7%	4.5%

Although the percentages enrolled in both semesters changed some, the order of the two groups was the same when the type of instruction is ranked from highest to lowest. When considering the times of classes, across instructional type, the MP/GP type instruction was most often used both semesters by those taking only day classes and those taking classes day and night. For those taking only night classes, GP was the most common type of

instruction. The reasons that different types of instruction are used more often by students at particular times is presently being studied.

REGISTRATION AND DEGREE PROGRAM

During both Fall semesters, the part-time enrollment made up a greater percent of the total enrollment than did the full-time students (Fall, 1976--69.1 percent part-time; Fall, 1977--74.8 percent part-time). The average age for part-time students is higher than for full-time students.

	TRANSFER	FIRST-TIME ENROLLEES	READMITTED	GRADUATED
FALL, 1976	15.0%	31.6%	50.5%	2.8%
FALL, 1977	21.6%	27.9%	49.0%	1.5%

As indicated above, the greatest percent of students for both semesters were in the category of readmitted, or returning students.

When looking at the degree programs, both Fall semesters are similar with immediate job entry programs having the greatest number of students enrolled, with transfer programs having only approximately 37 percent of the students enrolled each semester. The average age of those students in transfer programs is lower than the average age in immediate job entry programs in both of the Fall semesters.

OTHER BACKGROUND CHARACTERISTICS

Other background characteristics are included at the end of this paper in Table I. For any further information, contact the Research Office.

TABLE I

STUDENTS ENROLLED AS PART-TIME AND FULL-TIME STUDENTS CONSIDERED ACCORDING TO FAMILY INCOME, RACE OR ETHNIC GROUP AND MARITAL STATUS

	PART-TIME				FULL-TIME				TOTAL	
			TOTAL				TOTAL			
FAMILY INCOME	M	F	No.	% of Total	M	F	No.	% of Total	No.	% of Total
$0 - $2999	57	107	164	3.1	80	159	239	4.4	403	7.5
$3000 - $5999	134	266	400	7.4	100	125	225	4.2	625	11.6
$6000 - $7499	160	240	400	7.4	60	54	114	2.1	514	9.6
$7500 - $8999	144	166	310	5.8	58	42	100	1.9	410	26.2
$9000 - $11999	308	366	674	12.5	105	70	175	3.3	849	15.8
$12000 - Over	624	956	1580	29.4	175	148	323	6.0	1903	35.4
No Response	171	326	497	9.2	99	79	178	3.3	675	12.6
RACE OR ETHNIC GROUP										
Caucasian	1345	2059	3404	63.3	496	478	974	18.1	4378	81.4
Afro-American	58	93	151	2.8	65	97	162	3.0	313	5.8
Oriental-American	3	11	14	0.3	7	3	10	0.2	24	0.5
Spanish Surnamed	30	37	67	1.3	19	12	31	0.6	98	1.8
American Indian	41	55	96	1.8	25	48	73	1.4	169	3.1
International	27	14	41	0.8	24	6	30	0.6	71	1.3
Other/No Response	94	158	252	4.9	41	33	74	1.4	326	6.1
MARITAL STATUS										
Single	548	729	1277	23.7	360	341	701	13.0	1978	36.8
Married	934	1275	2209	41.1	272	180	452	8.4	2661	49.5
Separated	14	43	57	1.1	7	41	48	0.9	105	2.0
Divorced	97	332	429	8.0	38	103	141	2.6	570	10.6
Widowed	5	48	53	1.0	0	12	12	0.2	65	1.2
TOTAL	1598	2427	4025	--	677	677	1354	--	5379	--
PERCENT OF TOTAL	29.7	45.1	74.8	--	12.6	12.6	25.2	--	100	--

A COMPARISON OF A RANDOM SAMPLE OF FINANCIALLY-AIDED STUDENTS WITH A RANDOM SAMPLE OF UNAIDED STUDENTS

RESEARCH MONOGRAPH VI

Office of Planning and Development
December, 1977

A study was conducted to compare students receiving financial aid with students not receiving financial aid in terms of class completion data and biographic data. Two random samples of 100 students each were chosen, one from the general student population in the fall, 1976, and the other from those students in the fall, 1976, who were receiving financial aid. The only condition placed on those to be in the samples was that they had to be enrolled in at least six hours in the fall 1976 semester.

After choosing the two samples, the following data was collected:

1. Biographical data on marital status, ethnic background, income level, and high school graduation.
2. Academic data on number of hours enrolled in, number of hours of time withdrawals, number of hours of official withdrawals, and number of hours of M's for the fall 1976 semester.

QUESTION 1--Is the biographical data similar between the two groups?

In order to answer this question a Chi Squared Test was used to indicate a relationship between each of the four bits of biographical data and whether or not financial aid was received. A significant relationship ($p \leq .001$) was indicated between the income classifications and whether or not financial aid was received. This relationship reflected the fact that the majority of students receiving financial aid were in an income range from $0 to $5,999, while the majority of those not receiving financial aid fell in the income range of $9,000 or over. A significant relationship was also indicated ($p \leq .001$) between ethnic background and whether the student received aid or not. It would appear from the data collected that there is a greater mix

of ethnic backgrounds in the group receiving financial aid, while those not receiving aid were a much more homogeneous group with a majority of them having a Caucasian background.

In looking at marital status, there is again a significant relationship ($p \leq .05$). There were more people spread throughout the four categories (single, married, separated, and divorced) in the group receiving aid, while the group not receiving aid were clustered in the married category.

Whether or not a student graduated from high school was not significantly related to receiving financial aid.

It would appear then from the data that the answer to Question 1 should be: No--the majority of biographical data is different between the two groups.

QUESTION 2--Is there a difference in the academic performance between the two groups?

Table I contains a summary of the data for the two groups. A t-test was used to compare the two groups to get an indication of whether they had significantly different academic histories.

First, in looking at the number of hours in which a student was enrolled, it was found that a significantly higher number of credit hours were attempted by those students receiving aid than by those not receiving aid. A four-credit hours difference in the two averages shows that those in the aided group on the average were enrolled in one to two more classes than those in the unaided group.

In regard to the number of hours mastered, those receiving aid mastered significantly more credit hours than those not receiving aid. The finding is logical but of little value because those receiving aid were enrolled in, on

the average, four hours more than those not receiving aid and the mean number of credit hours mastered by those receiving aid was only a little over one credit hour higher than the number mastered by those not receiving aid. To try to deal with the enrollment in more credit hours by those receiving aid, the percent of hours mastered of those taken for each individual in both groups was calculated. When the two groups were tested for a significant difference using the percentages, no significant statistical difference was found between the two groups. This then says that in terms of the percent of courses mastered, there is no difference between the two groups.

Two other comparisons were made between the two groups. One looked at the number of hours from which students in both groups officially withdrew, and the other looked at the number of hours of time withdrawals made by the two groups. The hours of official withdrawals were similar between the two, but the hours of time withdrawals were significantly different with the mean for the group not receiving aid being lower than for the group receiving aid. (See Table I.) This helps to explain the difference between the two groups in hours mastered since the group receiving aid enrolled in significantly more courses and TW'ed from significantly more courses.

In summary, the answer to Question 2 is: Yes--there is a difference in terms of credit hours attempted and dropped, with those receiving aid having more on both accounts. In terms of the hours mastered, there is a significant difference. But it is highly probable that the group receiving aid mastered more courses because they had more chances, they attempted more, and when looking at the percent of M's based on the hours attempted, this theory is given some backing.

TABLE I

ACADEMIC HISTORY

	Hours Enrolled In Initially	Hours Mastered	Hours TW'ed	Hours OW'ed
NOT RECEIVING Financial Aid Mean	8.88	6.00	1.95	.93
RECEIVING Financial Aid Mean	12.93	7.35	4.39	1.19
t	8.83**	2.06*	4.47**	1.03

*$p \leq .05$

**$p \leq .01$

QUESTIONNAIRE TO 1977 HIGH SCHOOL GRADUATES

RESEARCH MONOGRAPH VII

Office of Planning and Development
January, 1978

From a professionally prepared mailing list of over 3,500 names of 1977 high school graduates in the Oklahoma City area, 2,500 questionnaires were sent. The questionnaires sent went to addresses with zip codes in an area around the college, thereby eliminating all those in outlying areas. Of the 2,500 sent, 102 were returned. This represents a 4.1% response rate. With this low a response rate, it would be unwise to draw any type of major inferences about what the respondents are doing and what they feel about SOCJC. A second questionnaire was not sent out due to the fact that a major flaw was found in the mailing list, i.e. there were not only 1977 high school graduates but 1976 and even some 1975 high school graduates. Many of those responding to the questionnaire indicated that they had received a number of communications from the school with the wrong graduation year and they would like the problem cleared up. For this reason, even though the response rate was low, a follow-up questionnaire was not sent.

A copy of the questionnaire, which was in the form of a postage-paid postcard, can be found in Table I. The responses to the questionnaire can be found in Table II. Basically, the findings indicate that 28 of those responding are both working and going to school; 34 are working only; 35 are going to school only, and 5 responded to the other category. Over 60% of those returning the questionnaire were attending school either full- or part-time, In terms of the schools most often mentioned, Oklahoma University, Oklahoma State University, South Oklahoma City Junior College, and Central State University seemed to be the most popular, with about 36% of the students going to one of these four schools. Ninety-nine percent of those responding had heard about the school

basically through the mail, family and friends, and radio, television, and newspaper publicity activities. When asked why they did not come to SOCJC, the two answers given most often were that we did not have the program they wanted and they wanted a four-year school. Keep in mind that the findings are at best weak due to the low response rate and the problem with the mailing list.

TABLE I

POSTCARD QUESTIONNAIRE

I. **What are you doing?**

a. Working
- ☐ full time
- ☐ part time

b. Going to school ☐ full time ☐ part time
What school? _____

c. Other _____

II. **Upon graduating from high school, had you heard of South Oklahoma City Junior College?**

☐ Yes ☐ No

If yes, how? _____

III. **If you had heard of us, but did not come to South Oklahoma City Junior College, what was your main reason for not coming?**

_____

_____

_____

TABLE II

Question	% Responding
I. What are you doing?	
a) Working full-time	38.2
b) Working part-time	22.5
c) Going to school full-time	51.0
d) Going to school part-time	10.8
e) Other	
1) Joined service	2.1
2) Have attended SOCJC	2.1
3) Moved	1.0
4) Plan to come to school later	1.0
5) Being a musician	1.0
6) Looking for job	1.0
7) Mother	1.0
8) I am making as much as you make with 2 years of college.	1.0

	No. Attending
f) School being attended:	
1) OU	12
2) OSU	9
3) SOCJC	8
4) CSU	6
5) OBU	4
6) OCU	3
7) ORJC	3
8) OSU Tech	3
9) USOA	2
10) SWOSU	2
11) Rice	2
12) Airlines school	1
13) Washington and Lee	1
14) Texas A & M	1
15) Centenary College of Louisiana	1
16) U of Arkansas	1
17) Okmulgee Tech	1
18) Moore-Norman Vo-Tech	1
19) ECU	1
20) Southwest Auto & Mech. School	1
21) TCU	1
22) OCC	1

TABLE II (Continued)

Question		% Responding
II.	Had you heard about the college?	
	a) Yes	99.0
	b) No	1.0
	Information through:	
	a) Family and friends	29.9
	b) Mail	28.9
	c) Radio, TV, & newspaper publicity activities	21.6
	d) Live nearby	17.5
	e) At high school	15.5
	f) Received scholarship to SOCJC	1.0
	g) Many ways	1.0
III.	Reason for not coming:	
	a) Program desired was not offered	16.5
	b) Wanted a four-year school	13.4
	c) Problems caused by grade system (transferring)	9.3
	d) Not enough money	8.3
	e) Not interested in college	8.3
	f) Wanted to live away from home	6.2
	g) Wanted a Christian school	5.2
	h) Have been to SOCJC and plan to return	4.1
	i) Have a full-time job	3.1
	j) No time	3.1
	k) Not interested in a junior college	2.1
	l) Don't like classroom structure	2.1
	m) Location of school	2.1
	n) Moved away	2.1
	o) ORJC is closer	1.0
	p) Scholarship to another school	1.0
	q) Whole family went to OU	1.0
	r) Serving apprenticeship	1.0

ACT SCORES OF ENTERING STUDENTS, FALL, 1977

RESEARCH MONOGRAPH VIII

Office of Planning and Development
February, 1978

Of the 5,379 students who enrolled in the fall 1977 semester, 125 had ACT scores and other background data collected by the test and sent to SOCJC. Another 446 students sent ACT scores and data to SOCJC but did not enroll here. Of the 5,379 enrolled students, we have ACT data on only 2.3%; therefore, it must be kept in mind as you read this report that due to the small size of the group, the data may not be typical of our general student population. Of the 125 students, 31 (24.8%) were men and 94 (75.2%) were women.

COLLEGE CHOICE FACTORS

South Oklahoma City Junior College was chosen by 64% of the 125 students as their first choice in a college; 20% listed SOCJC as their second choice; and 10% listed SOCJC as their third choice.

Students were asked to rate the following seven reasons for choosing a college. The percentage indicated below reflects the number of students who chose the reason as most important.

(1)	Field of study	44%
(2)	Location	27%
(3)	Cost	16%
(4)	Institutional type	11%
(5)	Student body composition	1%
(6)	Size	1%
(7)	Other	0%

EDUCATIONAL ASPIRATIONS

Of the reporting students, 27% indicated that the most education they wanted was a bachelor's degree or the equivalent, and 28% said they wanted to

attend graduate school. Most students saw their major and vocational choice as being in the health professions. When asked how certain they were about their major, 49% were very sure, and 38% were fairly sure.

HIGH SCHOOL INFORMATION

The major feeder high schools were U.S. Grant (13.7%), Moore (11.8%), Classen (9.8%), and Southeast (7.8%).

Table I contains a comparison over the last five years of the high school GPA of students who took the ACT test and enrolled here. The averages reported were obtained from the students in a self-report system when they took the ACT test.

Table II is a comparison of the high school GPA of the 1977 norm group, the students who listed SOCJC as a college choice but did not attend in the fall, 1977, and the students who attended in the fall, 1977. It appears that those not enrolling had averages below both the norm group and those who enrolled and that except for math those who enrolled reported averages equal to or greater than the national norm.

ACT SCORES

Table III contains the average standard score on each of the ACT sub-tests and the composite score for each of the last five years. As can be seen from the table, this year's scores are lower than they have been for the last five years, particularly in math. A slight increase in English was experienced this year over last year, but it remained lower than all the years prior to 1976.

In Table IV, you find the comparison between the ACT scores of the national norm group for 1977, the students who indicated SOCJC as a choice of college

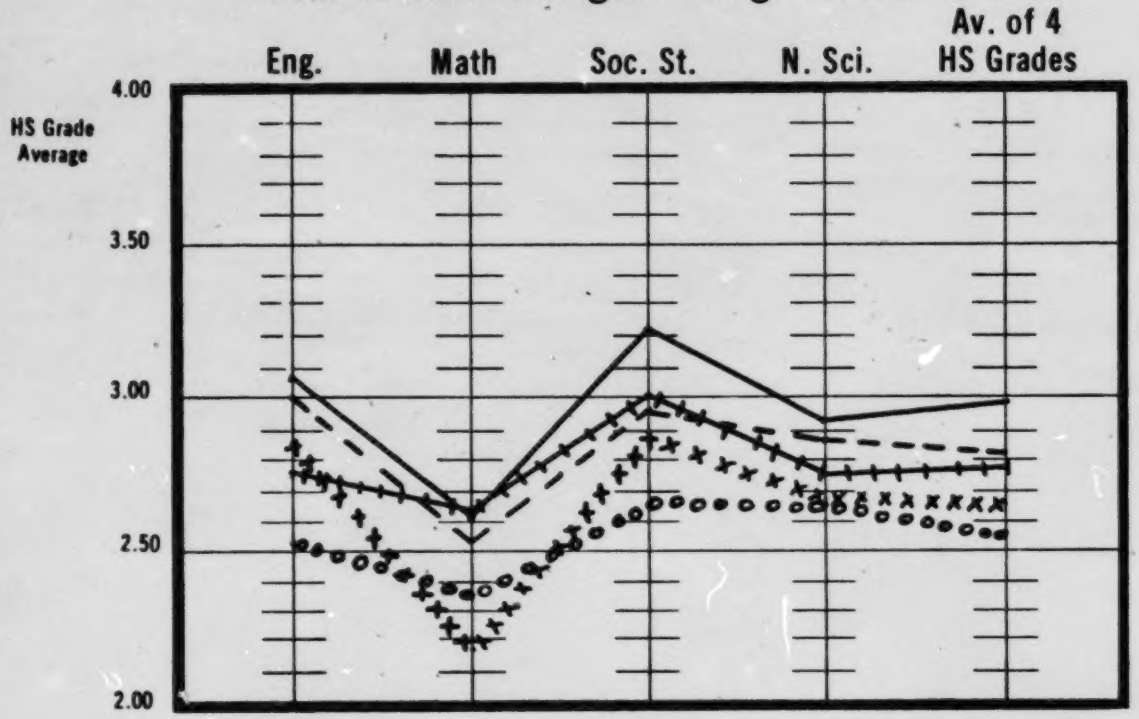
but did not enroll, and those who did enroll. Those who enrolled had lower standard scores than those who did not enroll, and both those enrolled and those not enrolled had a significantly lower mean standard score than the norm group.

OTHER INFORMATION

Other information is available on the 104 students, as well as comparison information with those who have taken the ACT test over the past five years.

TABLE I

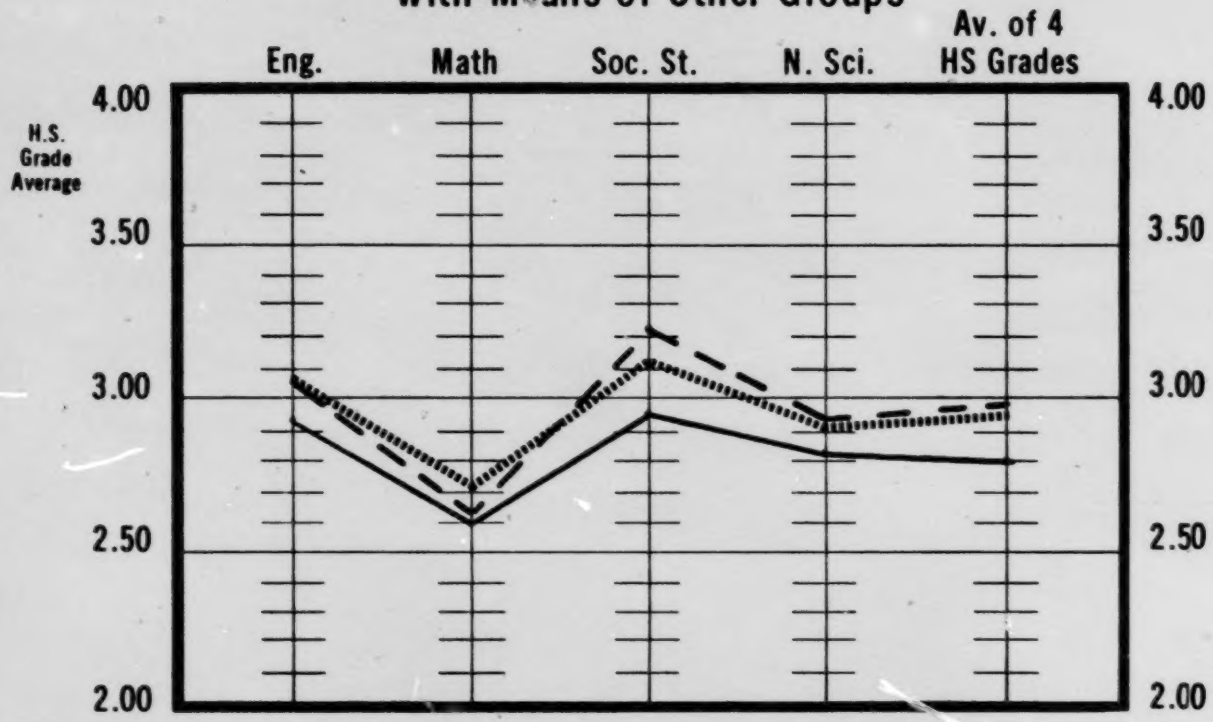
Year-to-Year Changes in High School Grades



	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 HS Grades	Key:	NO. OF STUDENTS
1973-74	2.52	2.35	2.66	2.65	2.55	(ooo)	123
1974-75	2.87	2.17	2.88	2.66	2.65	(xxx)	82
1975-76	3.00	2.54	2.95	2.87	2.81	(---)	123
1976-77	2.76	2.64	3.00	2.76	2.79	(+++)	104
1977-78	3.07	2.62	3.22	2.93	2.99	(——)	125

TABLE II

Comparison of the Mean High School Grades with Means of Other Groups



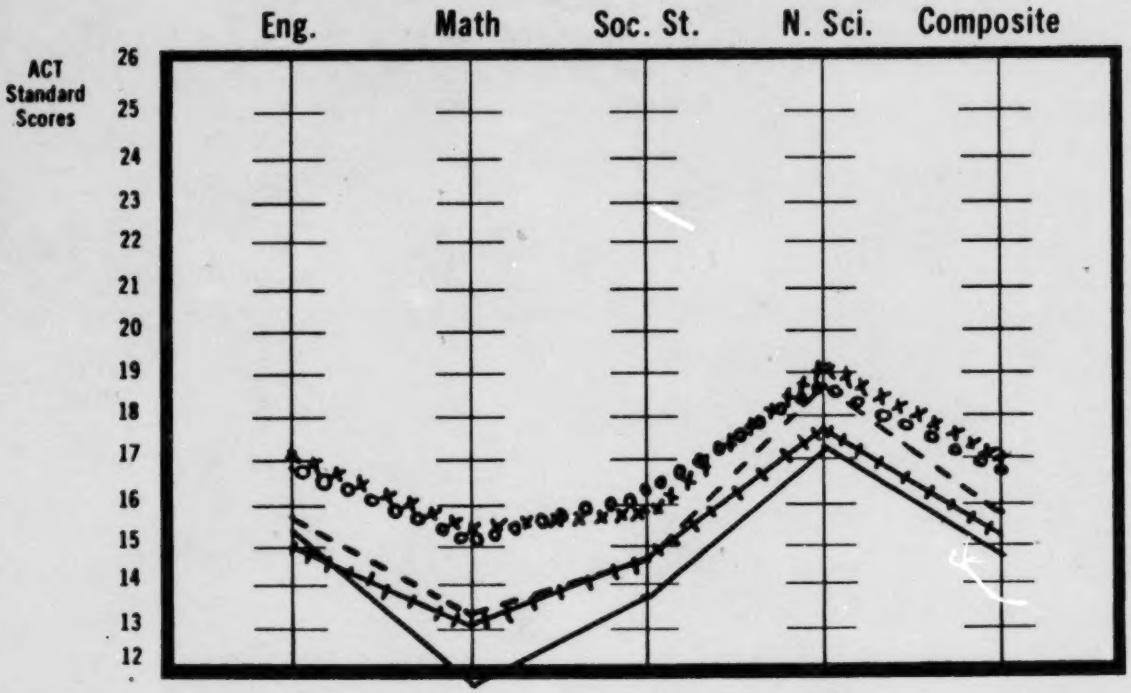
	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 HS Grades	NO. OF STUDENTS
National Mean:	3.07	2.72	3.13	2.91	2.95	
NON-ENROLLED State Mean:	2.93	2.60	2.95	2.82	2.80	446
ENROLLED Local Mean:	3.07	2.62	3.22	2.93	2.99	125

National: ▪▪▪▪▪▪▪▪▪▪ Non-enrolled: ——— Enrolled: — —

- 46 -

TABLE III

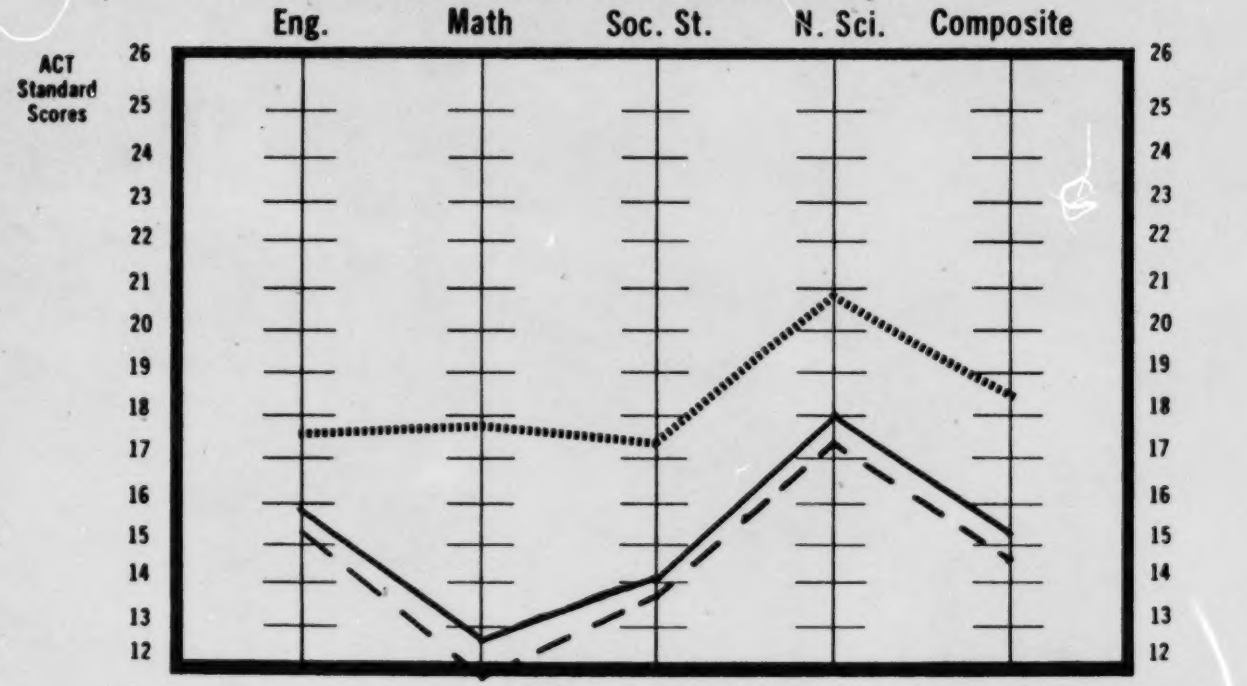
Year-to-Year Changes in ACT Standard Scores



	Eng.	Math	Soc. St.	N. Sci.	Composite	Key:	NO. OF STUDENTS
1973-74	16.9	15.1	16.3	18.7	16.8	(ooo)	123
1974-75	17.1	15.3	15.9	19.1	17.0	(xxx)	82
1975-76	15.7	13.4	14.7	18.7	15.8	(- - -)	123
1976-77	15.0	13.2	14.7	17.7	15.3	(+++)	104
1977-78	15.4	11.7	13.7	17.4	14.7	(——)	125

TABLE IV

Comparison of the Mean ACT Scores with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Composite	NO. OF STUDENTS
National Mean:	17.6	17.8	17.4	20.9	18.5	
NON-ENROLLED State Mean:	15.9	12.6	14.1	18.0	15.3	446
ENROLLED Local Mean:	15.4	11.7	13.7	17.4	14.7	125

National: ..... Non-enrolled: ——— Enrolled: — —

A COMPARISON OF STUDENT CHARACTERISTICS BETWEEN FALL, 1977, AND SPRING, 1978

RESEARCH MONOGRAPH IX

Office of Planning and Development
February, 1978

The total number of students enrolled in the fall semester was 5,379, while the total for the spring was 5,184. This represents a 3.6 percent decrease from the fall to the spring semester. A 3.0 percent decrease in FTE was also experienced between the two semesters (fall 1977 FTE - 2,531; spring 1978 FTE - 2,455). In the fall semester, women made up 57.7 percent of the total enrollment, while in the spring women made up 54.1 percent of the total enrollment. The previous spring semester (1977), there had been more women than men.

AGE OF STUDENTS

Between the two semesters, the average age of the students went up about three-fourths of a year, with fall's average age being 28.53 years and spring's average age being 29.19 years. The range of ages for fall and spring was from 16 to over 72 years. The largest proportion of students in both semesters fell within the age range of 16 to 31 years (fall, 69.5 percent; spring, 67.8 percent). The average age for males remained about the same between the two semesters going up in the spring about one-third of a year, while the average age of females was up about one year between the fall and spring semesters.

DAY AND NIGHT CLASSES

In looking at the times a student attends classes, both semesters students enrolled in only night classes make up the largest percent of the total enrollment (fall, 1977 - 57.7 percent; spring, 1978 - 52.2 percent), although during the spring semester the percent is not quite as large. The percent of students taking just day classes went up slightly in the spring (fall, 1977 - 23.5 percent; spring, 1978 - 26.0 percent), while the percent of those taking classes

both day and night went up also in the spring (fall, 1977 - 15.7 percent; spring, 1978 - 17.5 percent).

TYPE OF INSTRUCTION

The types of instruction under consideration are: Individual Paced (IP), Group Paced (GP), and Multiple Paced (MP), as well as all combinations of the above three.

	IP	GP	MP	IP/GP	IP/MP	GP/MP	IP/MP/GP
Fall, 1977	1.7%	35.9%	18.0%	2.2%	2.0%	32.6%	4.4%
Spring, 1978	4.9%	31.3%	18.7%	3.1%	4.2%	27.2%	6.3%

Between the two semesters, a number of changes in percentages has occurred. The biggest difference is in the IP type of instruction, which ranked seventh in the fall and ranks only fifth in the spring, and IP/GP, which ranked fifth in the fall and seventh in the spring.

The times students take classes and the type of instruction are similar across both semesters, with GP/MP being the most common type of instruction for those taking only day classes and both day and night classes. Among those taking only night classes, GP was the most popular form of instruction.

REGISTRATION AND DEGREE PROGRAM

During both semesters, the part-time enrollment made up the greatest percent of the total enrollment (fall - 74.8 percent, part-time; spring - 74.4 percent, part-time). The average age of part-time students is higher than that of full-time students during both semesters.

	Transfer	First-Time Enrollees	Re-Admitted	Graduated
Fall, 1977	21.6%	27.9%	49.0%	1.5%
Spring, 1978	19.8%	21.5%	57.6%	1.1%

From the above table, it can be seen that the greatest percent of students both semesters was in the category of re-admitted. If all the percentages are considered, the trend in type of enrollment is similar between the two semesters.

Looking at the type of program (immediate job entry or transfer program) that the student is in across the two semesters, you find the greatest percent of students both semesters indicating immediate job entry as their educational objective.

The lowest average age was in transfer programs (fall - 28.03; spring - 28.39), with the highest average age in immediate job entry programs (fall - 29.66; spring - 29.87).

OTHER BACKGROUND CHARACTERISTICS

Other background information is available for both semesters on such items as family income, ethnic background, and marital status.

SUMMARY

The characteristics in terms of age, purpose for attending, sex, type of instruction, ethnic background, and income level are similar between the two semesters. There also appears to be little difference between this spring semester and spring semester, 1977, except in IP instructional type which has increased about 3 percentage points between the two semesters.

INFORMATION FROM 1977 GRADUATES OF SOUTH OKLAHOMA CITY JUNIOR COLLEGE

RESEARCH MONOGRAPH XII

Office of Planning and Development
May, 1978

On January 25, 1978, questionnaires were sent to all students who graduated from SOCJC in 1977. A total of 159 questionnaires were sent with three being unable to be delivered. Only 17 completed questionnaires were returned after 2 weeks. Due to this low response rate, a second letter was sent on February 22, 1978, to those who had not responded. As of the end of March, 80 questionnaires had been returned, giving a 50.3% response rate. A copy of the questionnaire is contained in Table I. Tables II through V contain the responses made to each of the four sections of the questionnaire.

The results of the questionnaire indicate that the majority of graduates came to school for job preparation (43.7%) and job enrichment (25%) and 76.3% were employed either full- or part-time at the time they responded to the questionnaire. The quality of instruction, testing and grading procedures, instructor interest, course content, instructional media, and class size were rated as good or very good by from 70 to 90% of those responding. The rating of college services, "M" as a letter grade, student activities, and counseling fell between neutral and good, while the others were rated higher.

Of the students responding, 37.5% were still attending college, and 60% of those indicated they were full-time students. About two-thirds of those still attending school are either at Central State University or Oklahoma University. Forty percent of those responding indicated they had trouble transferring, but 56.6% indicated that all their credit hours were able to be transferred. Fifty-six percent indicated their preparation was satisfactory, and 13.3% said it was excellent. These percentages were significantly different from those of last year when 35.4% indicated their preparation was excellent, 44% said it was satisfactory, and 13%, rather than 23%, rated it as below satisfactory.

Of those responding to the questionnaire, 78.8% were employed, with 65% indicating they were employed in jobs directly related to their degrees; last year, only 46.5% indicated this. Seventy-eight percent said the training they received was either good or very good.

Most of the written comments were positive, although some listed specific problems. Overall the graduates would appear to feel good about the school and the training they received here.

PAGE(S) 64-65 [redacted] (WERE) [redacted] (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

TABLE II

SECTION A OF QUESTIONNAIRE
N=80

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
1) What was your primary purpose in completing your degree or certificate program at our college?	
a) Improvement of existing "job skills"	25.0%
b) Preparation for job to be obtained	43.7%
c) University transfer credit	32.5%
d) General Interest	3.7%
e) Personal enrichment	12.5%
f) Other	2.5%
2) What best describes your present status?	
a) Employed full-time	61.3%
b) Employed part-time	15.0%
c) Unemployed	6.3%
d) Full-time homemaker	3.8%
e) Looking for work	2.5%
f) Enrolled in two-year college	6.3%
g) Enrolled in four-year college	31.3%
h) Other	1.3%
3) Rate the following:	
a) Quality of instruction	
Very good	27.5%
Good	53.8%
Neutral	10.0%
Poor	8.8%
Very poor	0.0%
b) Grading/testing procedures	
Very good	18.8%
Good	53.8%
Neutral	12.5%
Poor	12.5%
Very poor	2.5%
c) Instructor interest	
Very good	32.5%
Good	48.8%
Neutral	10.0%
Poor	5.0%
Very poor	1.3%

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
3) (Continued)	
d) Content of courses	
Very good	27.5%
Good	56.3%
Neutral	10.0%
Poor	5.0%
Very poor	0.0%
e) Use of instructional media	
Very good	22.5%
Good	53.8%
Neutral	16.3%
Poor	7.5%
Very poor	0.0%
f) Class size	
Very good	31.3%
Good	56.3%
Neutral	8.8%
Poor	3.8%
Very poor	0.0%
4) Rate the following college services:	
a) Financial Aids	
Very good	16.3%
Good	20.0%
Neutral	8.8%
Poor	1.3%
Very poor	1.3%
b) Counseling	
Very good	7.5%
Good	20.0%
Neutral	17.5%
Poor	3.8%
Very poor	7.5%
c) Student Activities	
Very good	1.3%
Good	15.0%
Neutral	22.5%
Poor	3.8%
Very poor	0.0%

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
d) Learning Resources Center	
Very good	26.3%
Good	48.8%
Neutral	12.5%
Poor	1.3%
Very poor	0.0%
e) Counseling Program	
Very good	5.0%
Good	25.0%
Neutral	20.0%
Poor	8.8%
Very poor	5.0%
f) Use of "M" as a letter grade	
Very good	12.5%
Good	27.5%
Neutral	25.0%
Poor	11.3%
Very poor	12.5%
g) Paced instruction (individual, group, or multiple)	
Very good	31.3%
Good	42.5%
Neutral	11.3%
Poor	0.0%
Very poor	0.0%

TABLE III

SECTION B OF QUESTIONNAIRE
N=30

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
1) College currently attending:	
a) Central State University	36.7%
b) University of Oklahoma	30.0%
c) Oklahoma City University	10.0%
d) Oklahoma State University	6.7%
e) Northeastern OSU	3.3%
f) University of New Mexico	3.3%
g) SOCJC	10.0%
2) Did you have problems transferring?	
a) Yes	40.0%
Transferring credit hours	13.3%
Transcript problems	3.3%
Admission problems	3.3%
Other	20.0%
b) No	60.0%
3) How many credit hours were accepted?	
a) All accepted	56.6%
b) Lost 1-3 credit hours	6.7%
c) Lost 4-6 credit hours	10.0%
d) Lost 7-12 credit hours	6.7%
e) Lost 13-20 credit hours	3.3%
f) Lost more than 21 credit hours	0.0%
4) Current status and classification:	
a) Part-time student	30.0%
b) Full-time student	60.0%
c) Junior	60.0%
d) Senior	23.3%
e) Graduate	0.0%
f) Other	3.3%
5) How well did the program prepare you to continue your education:	
a) My preparation was excellent.	13.3%
b) My preparation was satisfactory.	56.7%
c) Good in some areas	20.0%
d) Fair, but all areas could have been better	0.0%
e) My preparation was inadequate.	3.3%

TABLE IV

SECTION C OF QUESTIONNAIRE
N=63

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
1) a) Is your present job related to the courses you completed?	
Yes, directly related	65.1%
Yes, related	14.3%
No	20.6%
b) Have you been employed in a related occupation since you graduated?	
Yes, directly related	0.0%
Yes, related	7.7%
No	84.6%
2) How would you rate the training you received in relation to its usefulness on the job?	
a) Very poor	3.9%
b) Poor	5.8%
c) Neutral	15.4%
d) Good	53.9%
e) Very good	25.0%
3) How did courses help you in your occupation?	
a) Helped to obtain job	46.2%
b) Helped performance on present job	59.6%
c) Helped advance on present job	30.8%
d) None of the above	9.6%
e) Other	7.7%
4) What is your average monthly salary?	
a) Up to $300	0.0%
b) $300 to $399	0.0%
c) $400 to $499	1.9%
d) $500 to $599	5.8%
e) $600 to $699	5.8%
f) $700 to $799	7.7%
g) $800 to $899	21.2%
h) $900 to $999	13.5%
i) $1,000 to $1,099	5.8%
j) $1,100 to $1,199	3.8%
k) $1,200 and up	19.2%

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
5) Were you employed in your present job prior to completing your program?	
a) Yes	38.1%
b) No	47.6%
6) How would you rate the availability of jobs in your present occupation?	
a) Very good	34.9%
b) Good	27.0%
c) Neutral	12.7%
d) Poor	6.3%
e) Very poor	3.2%

TABLE V

SECTION D OF QUESTIONNAIRE
N=80

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
1) If your employment is not related to your program, which reason(s) apply?	
a) Transferred to a four-year college	20.0%
b) Not sufficiently qualified for job in my field	8.8%
c) Preferred to work in another field	2.5%
d) Found better paying job in another field	6.3%
e) Could not find job in my field	1.3%
f) Worked previously in field, but changed	1.3%
g) Other	5.0%
2) How do you see the courses completed in terms of your career plans?	
a) Of immediate, direct benefit	42.5%
b) Of long-term, direct benefit	46.3%
c) Of indirect benefit	16.3%
d) Of no benefit	2.5%
3) Are you interested in taking other courses at the college?	
a) No	36.3%
b) Yes	58.8%

SOME OBSERVATIONS ON ENROLLMENT PATTERNS

RESEARCH MONOGRAPH XIV

Office of Planning and Development
June, 1978

In an attempt to determine what future enrollment might be, it becomes necessary to look to past enrollment to identify developing patterns. The first area of concern is what's happening to headcount and credit hours. For each of the past four years, headcount has increased. (For exact enrollments, see Table I.) The increase in summer became much less pronounced after fiscal 1976, while spring slowed after fiscal 1977 and fall has not slowed as of yet. If the total picture is looked at, it can be seen that the growth has slowed a little bit each year.

The growth pattern has slowed even more in the credit hours taken. Table III shows the average credit hours taken over the past four years. As can be seen, the summer is decreasing at a very rapid rate with the spring starting a decreasing trend from fiscal 1976 and the fall decreasing for the first time in fiscal 1978. Table II shows the total credit hours graphed across the past four years for summer, spring, and fall; summer showed a leveling off after fiscal 1976 and spring, after fiscal 1977, while fall has showed a relatively steady increase each year.

Two recommendations from the above data are:

1. Summer session needs to be changed and/or strengthened in order to attract more students and students need to be encouraged to enroll in more hours.

2. Students who enroll in only one or two courses should be encouraged to enroll in one more course.

Data on the ethnic background of students of the past three fiscal years is presented in Table IV and Table V. It would appear that the only ethnic backgrounds which are continually increasing are the Caucasians and Blacks.

An interesting finding is that those of Spanish descent tend to lose enrollment from fall to spring, while in all the others, except Caucasian, they either remain constant or there is an increase. For Caucasian, there appears to be an alternating pattern set up, with more enrollment in fall than spring in 1976 and 1978 and more in spring than fall in 1977.

Tables VI and VII contain data on men and women enrolled. Three observations can be made from the data presented:

1. There has been a steady and marked increase in the number of women enrolled with fall term enrolling more than spring semester.

2. More males attend classes in the spring than the fall but this may be a changing trend.

3. Females are showing a steady and significant increase, while males are showing a leveling off in the spring and only a slight increase in the fall.

A recommendation for increasing enrollment from the above data is to develop programs for and target publicity specifically to the male population as has been done for women.

Data in Table VIII and Table IX deal with marital status. A very gradual increase in the number of widowed and separated/divorced people enrolled can be seen. A more drastic increase would appear to be taking place in the single student population and in the married population. In order to identify any patterns, at least one more fiscal year's data would be needed.

A final consideration is registration; data can be found in Table X and Table XI. A number of observations can be made:

1. Graduates have shown a steady increase over the past three years.

2. A marked increase in transfer students took place in fiscal 1978

after remaining steady or decreasing in fiscal 1977. At least one more year of data is needed before any inference can be made.

3. In looking at returning students during 1976, there were more returning students in the fall than in the spring, but this pattern changed in fiscal 1977 and fiscal 1978. The headcount increased rapidly from fiscal 1976 to fiscal 1977 but slowed from fiscal 1977 to fiscal 1978; another year's data is needed to make interpretations.

4. First-time students showed a pattern which will need at least one more year of data to interpret. In fiscal 1976, there were more first-time students in the spring than in the fall, but this trend reversed radically in the last two fiscal years.

SUMMARY

There are some trends in enrollment which can be seen when considering overall headcount and credit hours. The data on sex, marital status, ethnic background, and registration type is variable enough so that data will need to be collected over a longer period of time to identify any pattern which might exist.

TABLE I

TOTAL HEADCOUNT, NUMBER OF CREDIT HOURS, AND AVERAGE CREDIT HOURS FOR EACH SEMESTER AND THE TOTAL FISCAL YEAR

Entry Point	FY 75		FY 76		FY 77		FY 78	
	HC	CH	HC	CH	HC	CH	HC	CH
Entry 1 & 2 (Fall)	2,572	18,155	3,735	27,753	4,414	33,658	5,379	37,967
Average CH	7.06		7.43		7.63		7.05	
Entry 3 & 4 (Spring)	2,703	20,114	3,605	28,963	4,770	36,525	5,184	36,823
Average CH	7.44		8.03		7.66		7.10	
Entry 5, 6, & 7 (Summer)	899	5,948	1,951	10,777	2,274	11,642	2,609	12,107
Average CH	6.62		5.52		5.26		4.64	
TOTAL	6,176	44,217	9,291	67,493	11,398	81,825	13,172	86,897
Average CH Entries 1 - 7	7.16		7.26		7.18		6.60	

CREDIT HOURS/HEADCOUNT

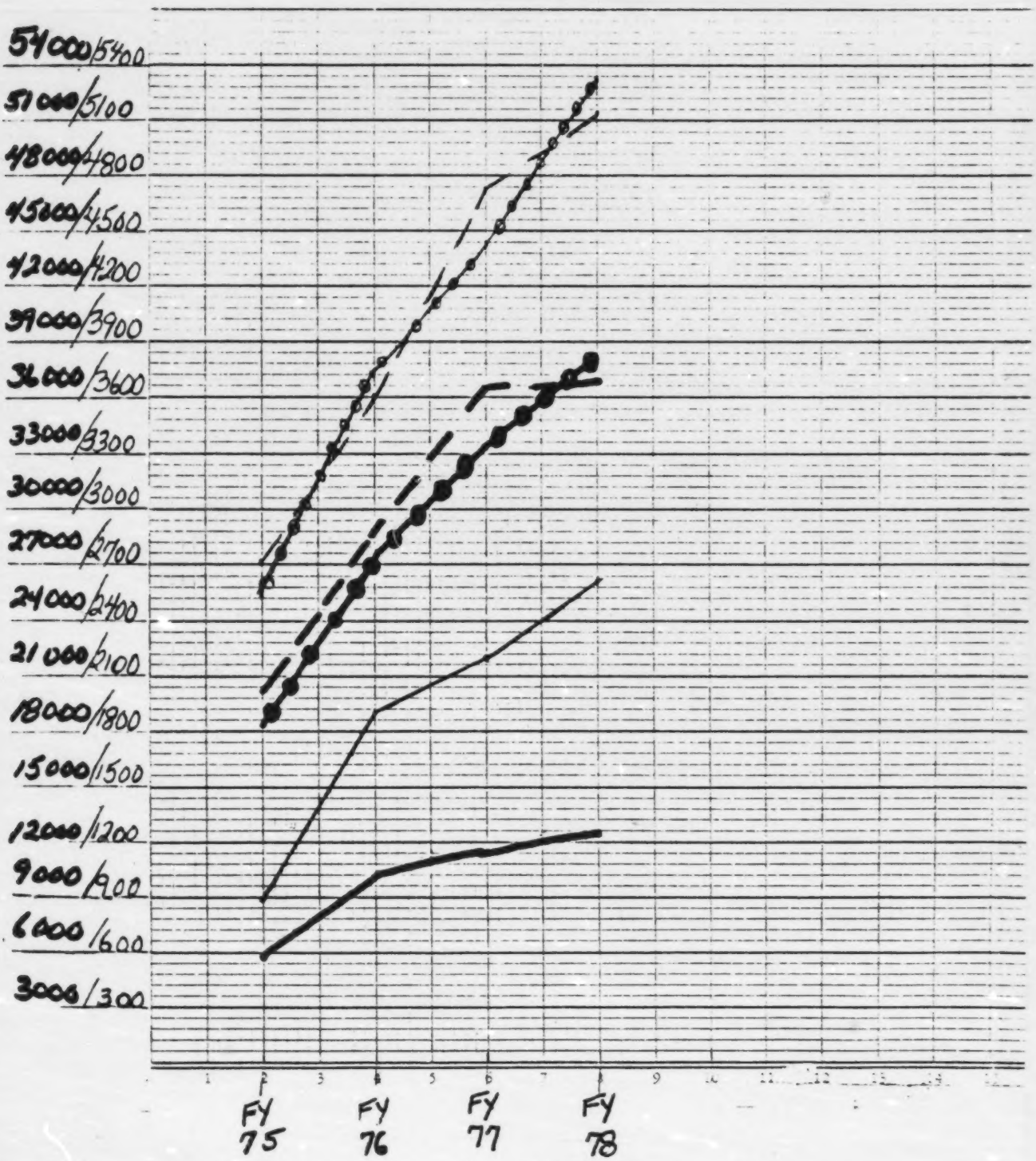
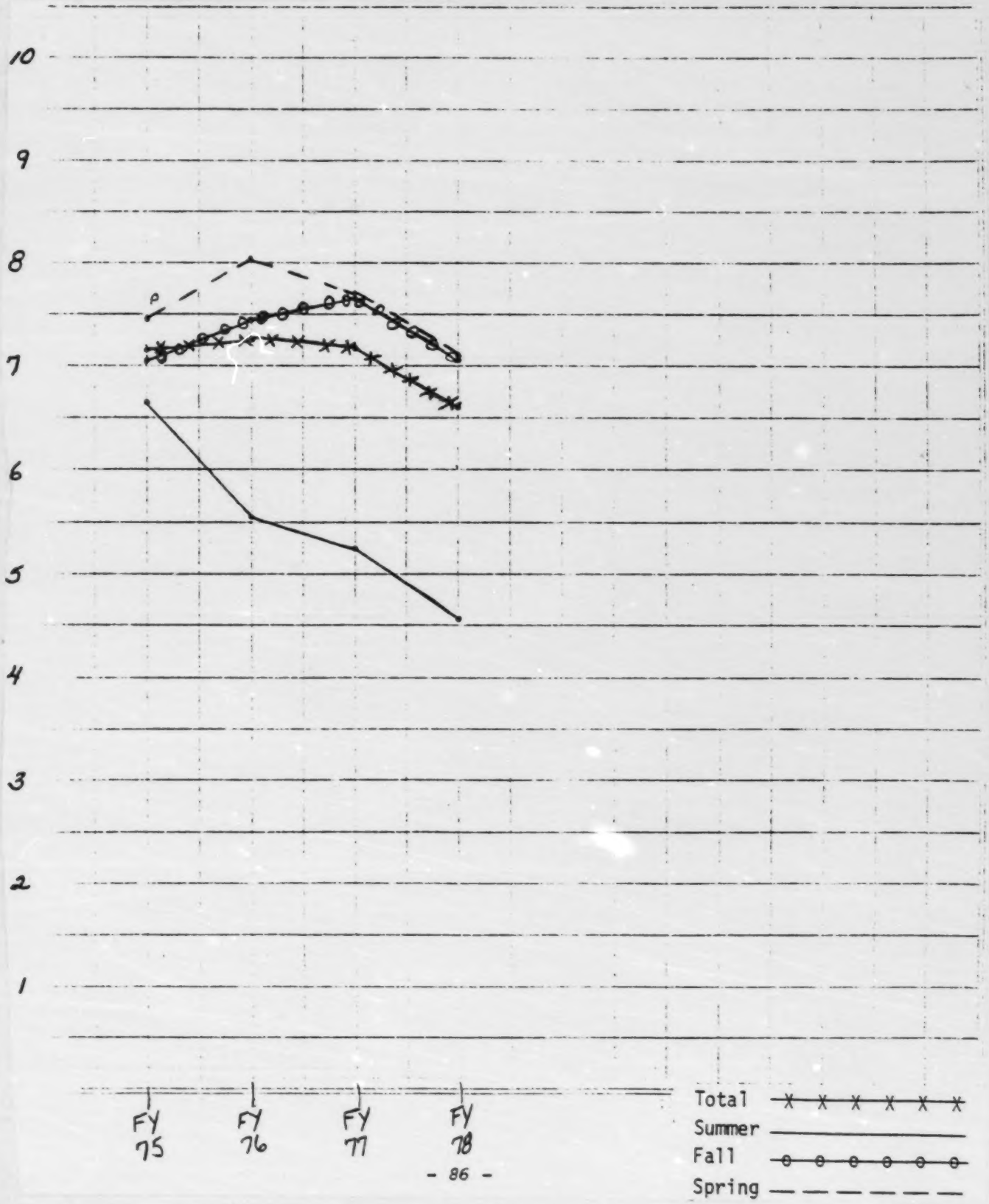


TABLE III

AVERAGE CREDIT HOURS



- 86 -

TABLE IV

ETHNIC BACKGROUND - HEADCOUNT

Entry Point		Caucasian	Black	Oriental-American	Spanish	Indian	International	No Response/Other
FISCAL YEAR 1976	Fall	3034	148	18	67	83	88	297
	Spring	2880	194	17	65	82	87	280
FISCAL YEAR 1977	Fall	3527	245	20	90	111	95	326
	Spring	3716	351	21	86	156	79	361
FISCAL YEAR 1978	Fall	4378	313	24	98	169	71	326
	Spring	4176	316	23	77	191	75	326

TABLE V

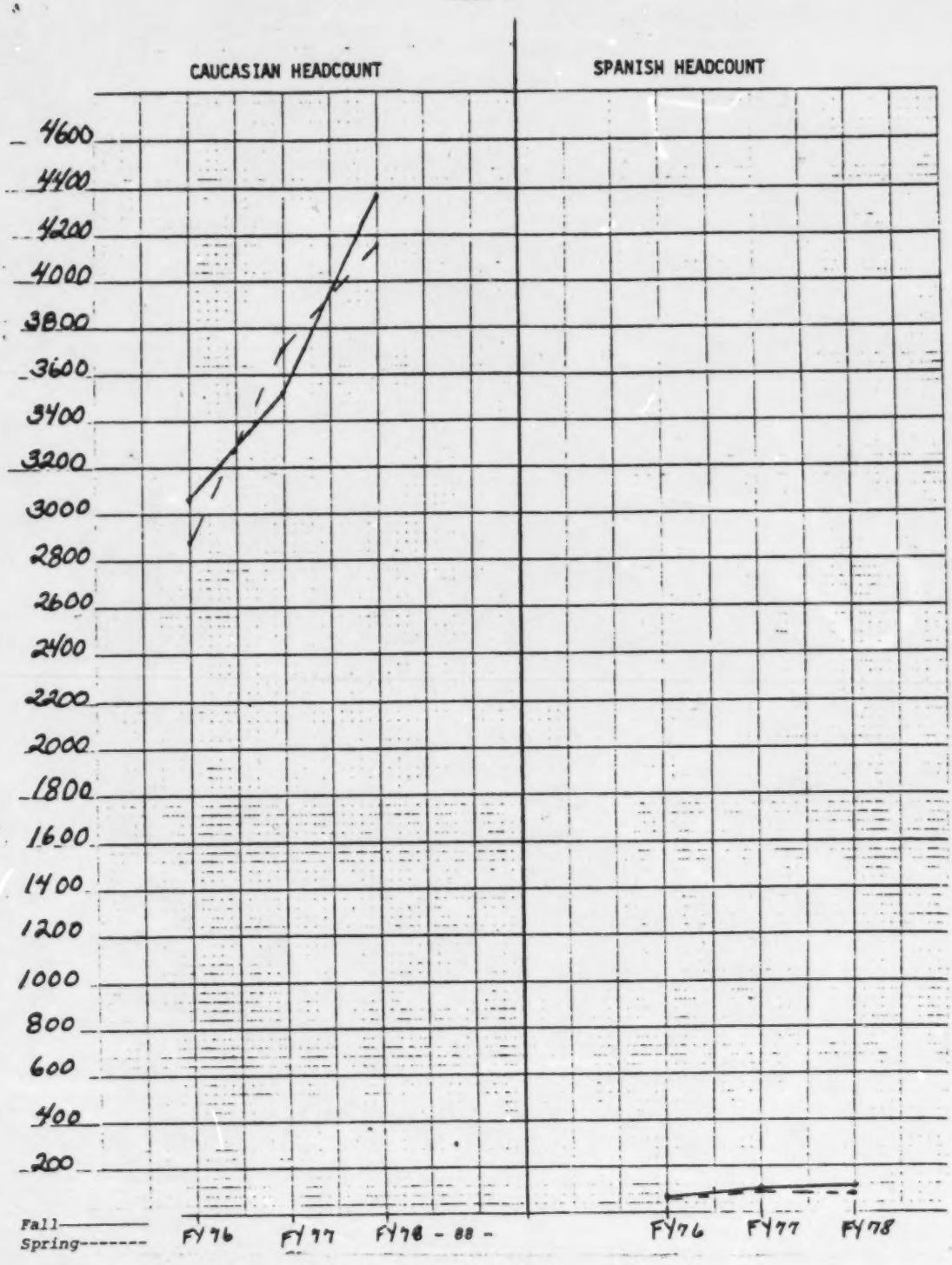

CAUCASIAN HEADCOUNT
SPANISH HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY76
FY77
FY78 - 88 -
FY76
FY77
FY78

TABLE V

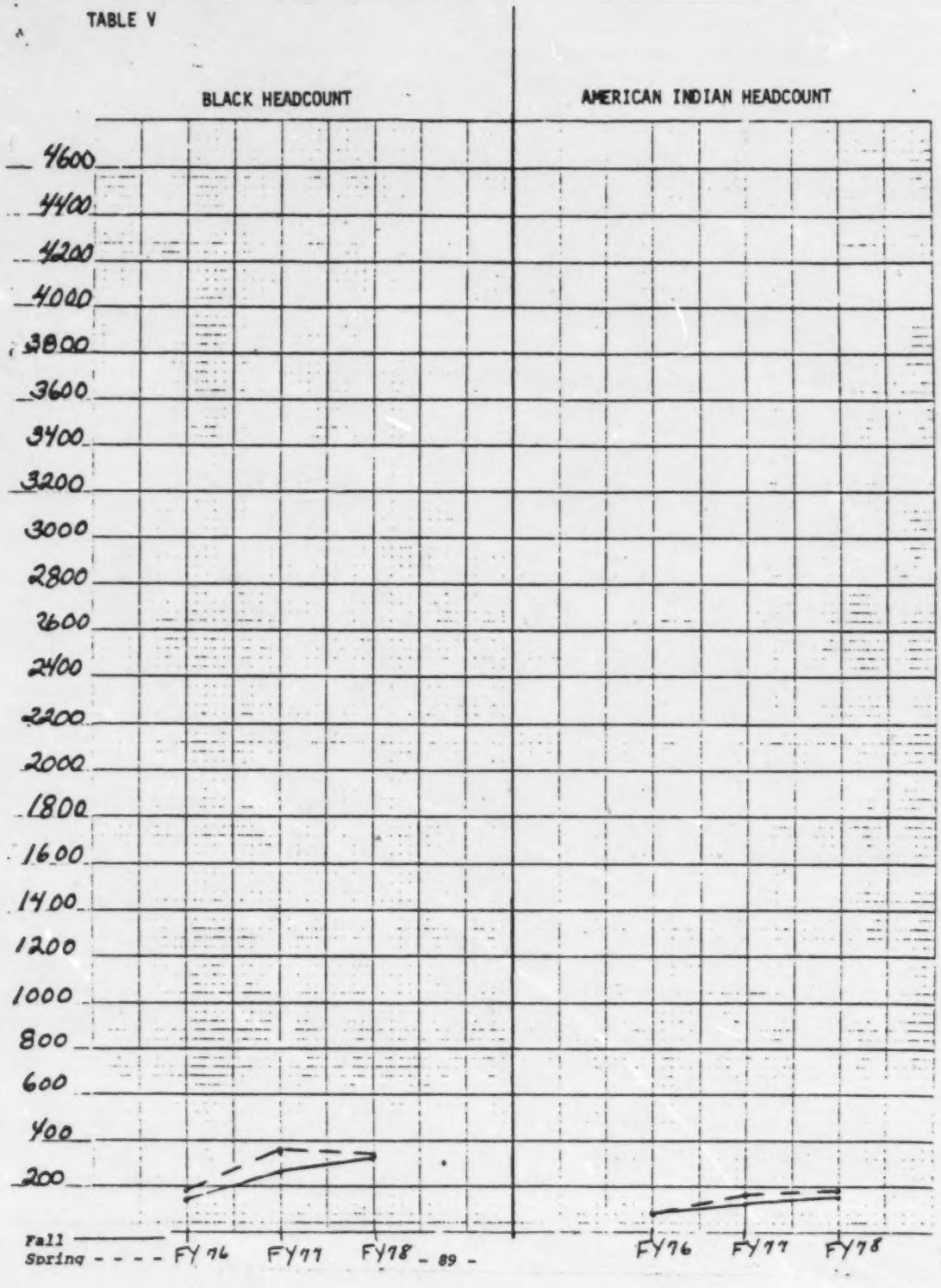

BLACK HEADCOUNT
AMERICAN INDIAN HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring - - - -
FY 76
FY77
FY78
FY76
FY77
FY78

TABLE V

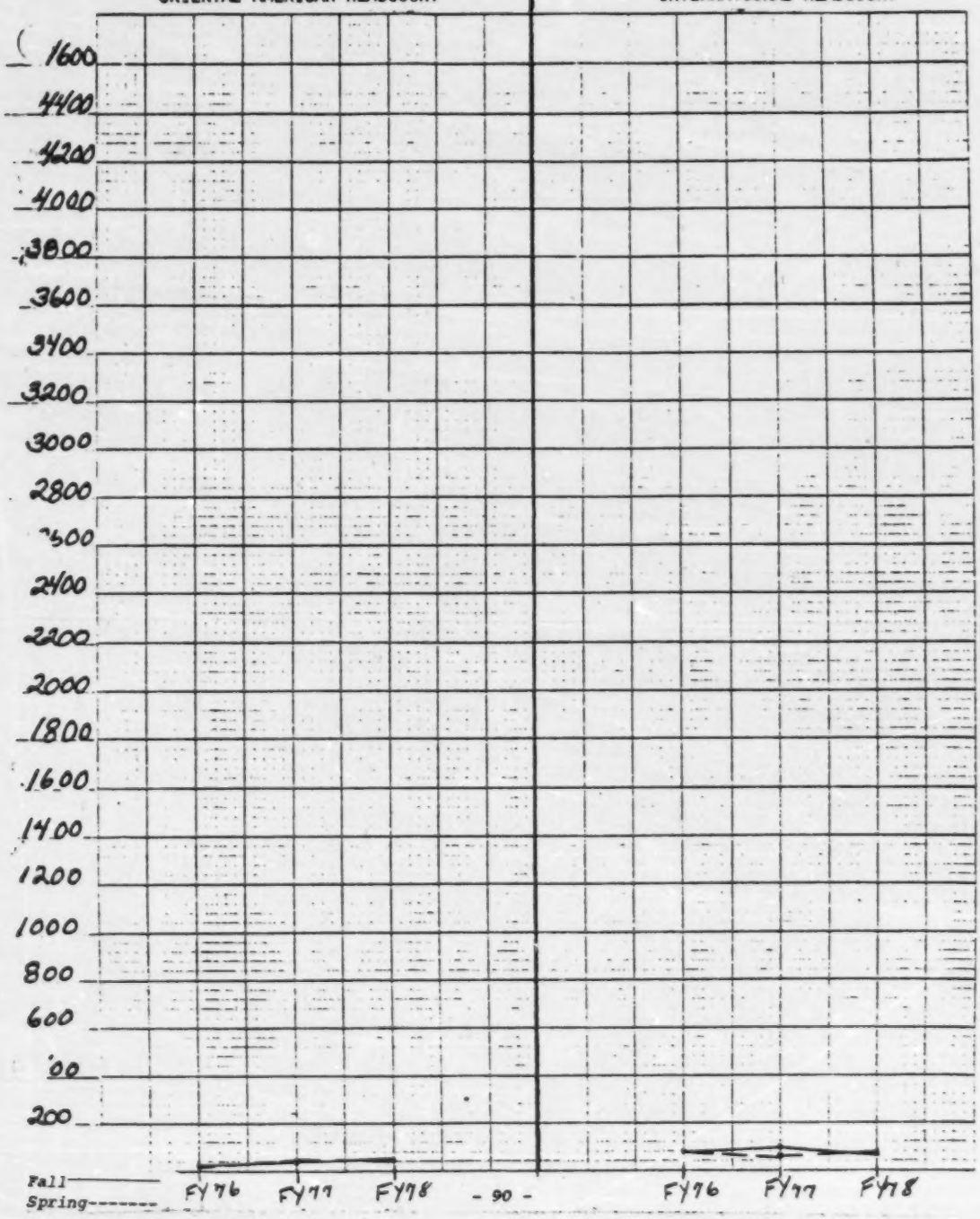
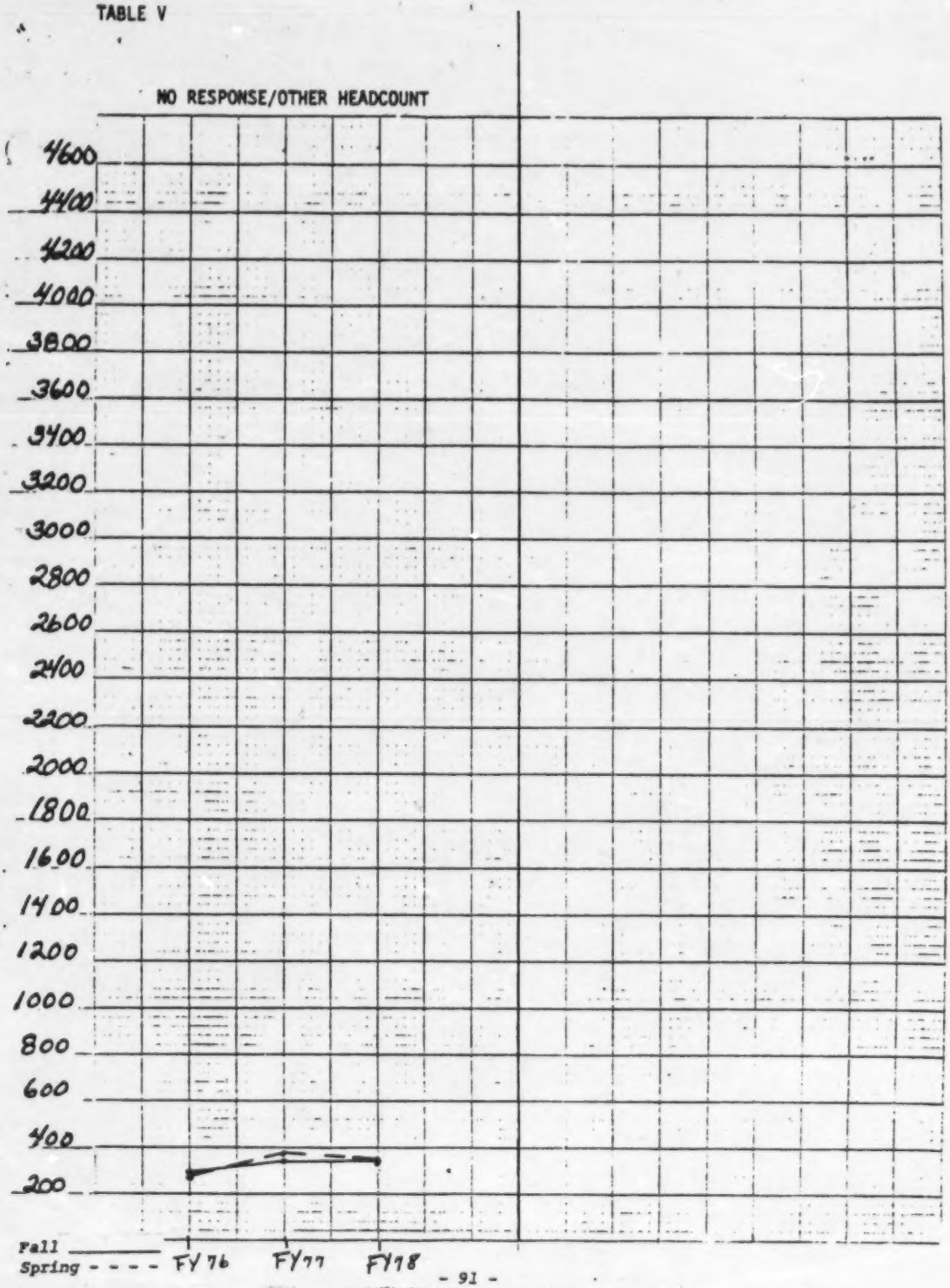

ORIENTAL AMERICAN HEADCOUNT
INTERNATIONAL HEADCOUNT
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY76
FY77
FY78
- 90 -
FY76
FY77
FY78

TABLE V


NO RESPONSE/OTHER HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring - - - -
FY 76
FY 77
FY 78

- 91 -

TABLE VI

MALE/FEMALE - HEADCOUNT

	FY 76	FY 77	FY 78
MALES			
Fall	1885	2038	2275
Spring	1955	2393	2378
FEMALES			
Fall	1850	2376	3104
Spring	1650	2377	2806

TABLE VII

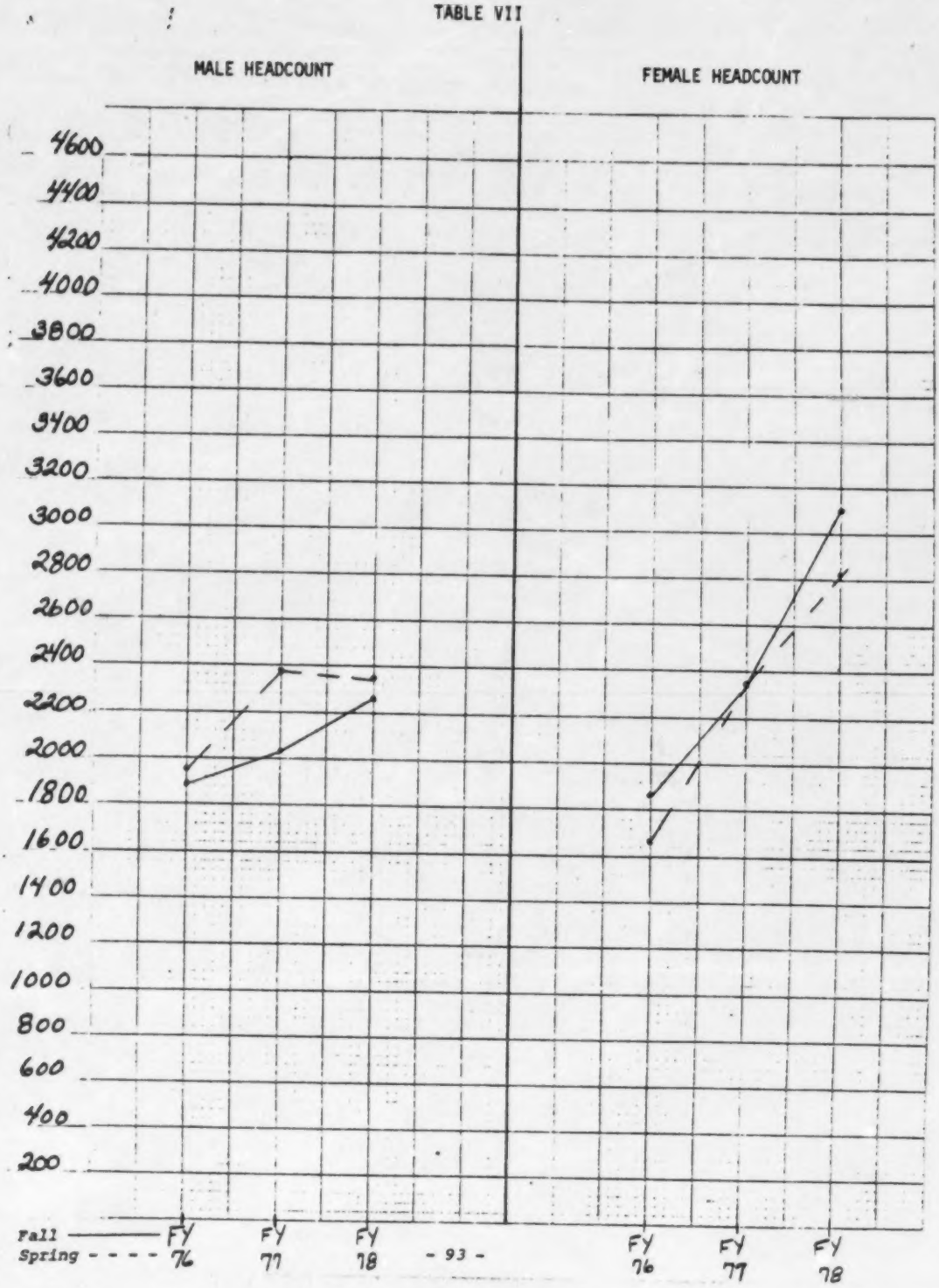

MALE HEADCOUNT
FEMALE HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY 76
FY 77
FY 78
- 93 -
FY 76
FY 77
FY 78

TABLE VIII

MARITAL STATUS - HEADCOUNT

Entry Point		Married	Single	Separated/Divorced	Widowed
FISCAL YEAR 1976	Fall	2143	1149	410	33
	Spring	2006	1150	419	30
FISCAL YEAR 1977	Fall	2219	1612	535	48
	Spring	2433	1692	593	52
FISCAL YEAR 1978	Fall	2661	1978	675	65
	Spring	2558	1909	644	73

TABLE IX

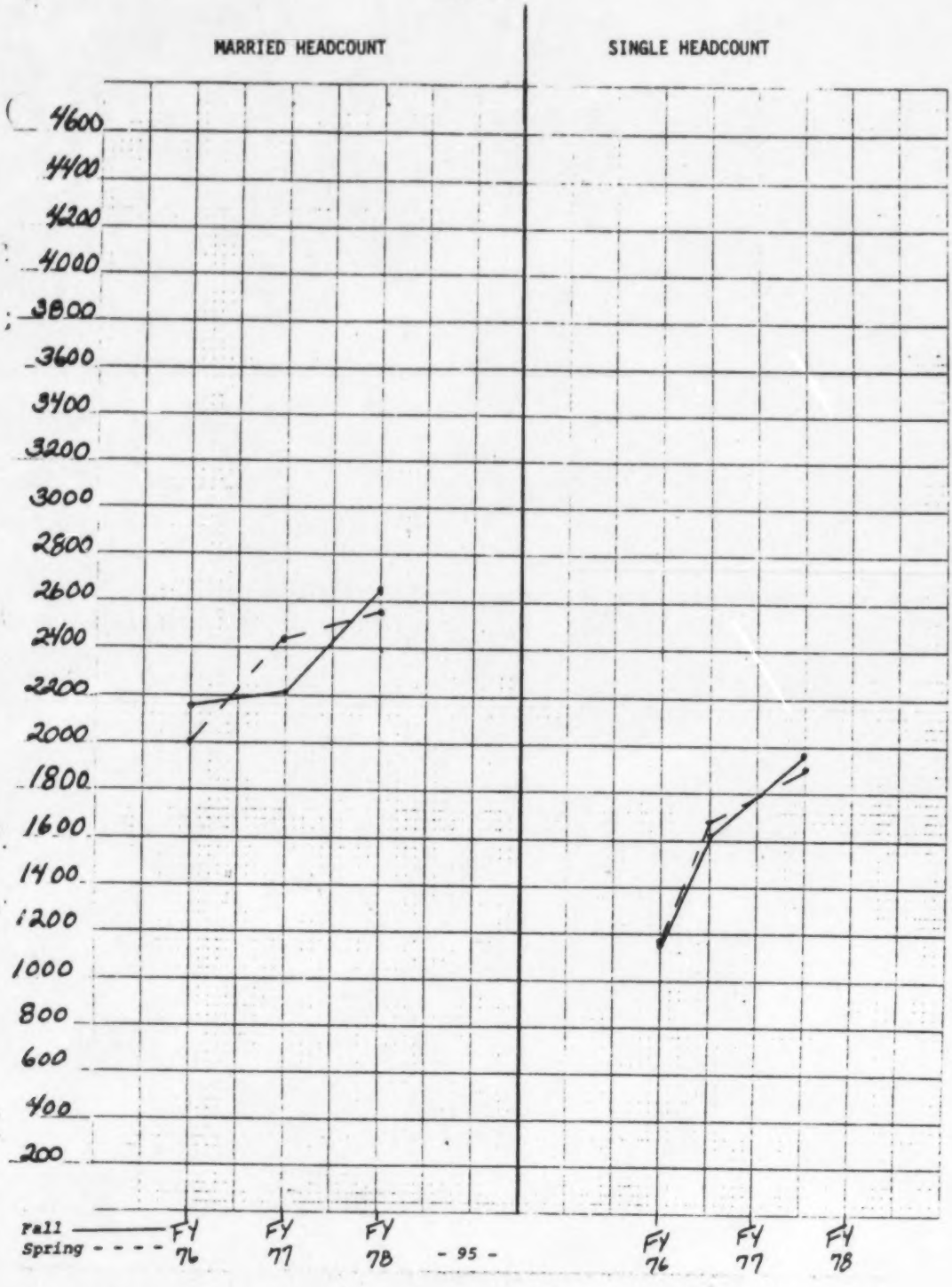

MARRIED HEADCOUNT
SINGLE HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY 76
FY 77
FY 78
FY 76
FY 77
FY 78

Table IX

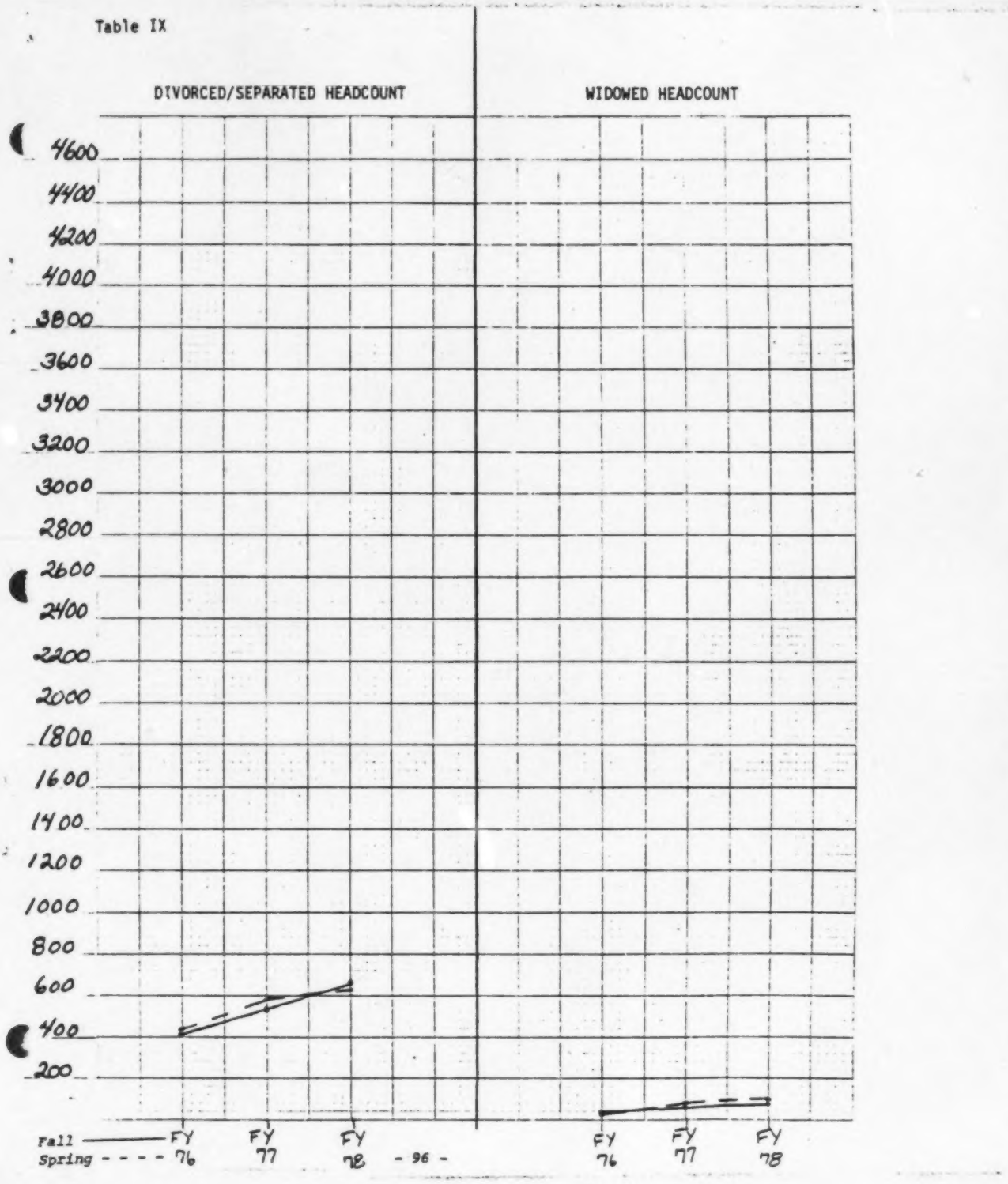

DIVORCED/SEPARATED HEADCOUNT
WIDOWED HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY 76
FY 77
FY 78
FY 76
FY 77
FY 78

TABLE X

REGISTRATION TYPE - HEADCOUNT

Entry Point		First-Time	Transfer	Returning	Graduate
FISCAL YEAR 1976	Fall	1321	739	1492	183
	Spring	1424	807	1204	170
FISCAL YEAR 1977	Fall	1397	662	2231	124
	Spring	1087	817	2688	178
FISCAL YEAR 1978	Fall	1499	1163	2636	81
	Spring	1112	1027	2986	59

TABLE XI

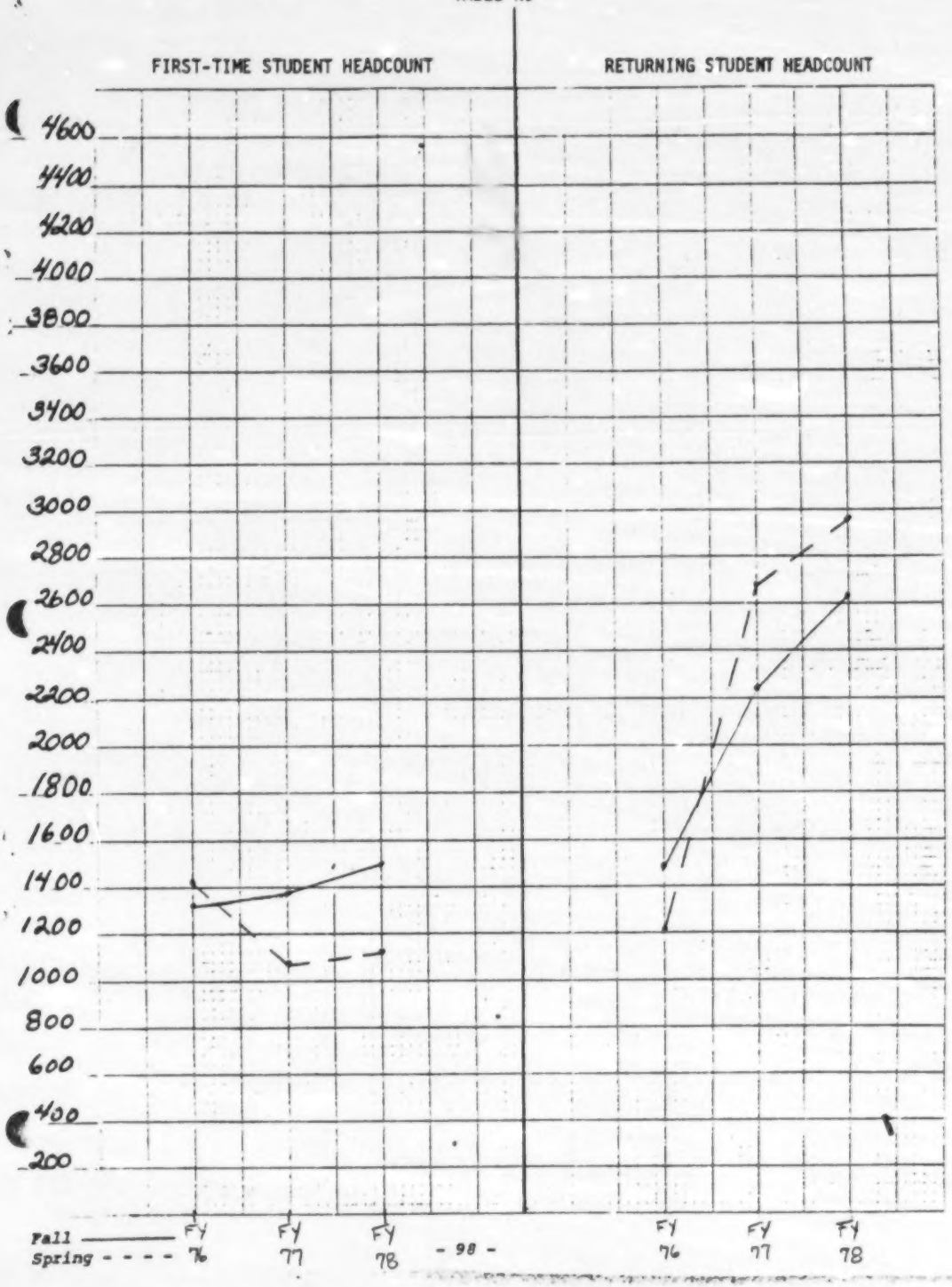
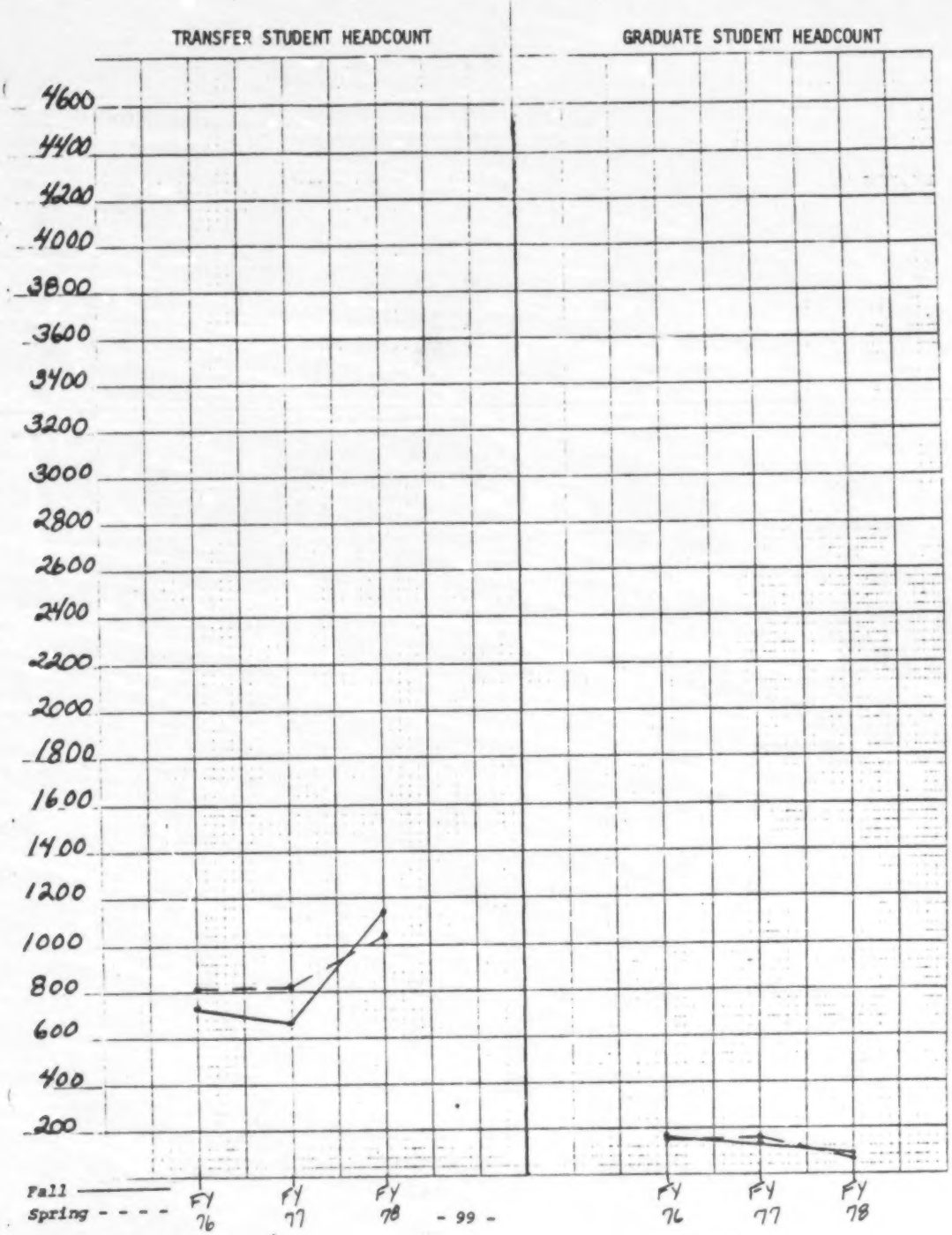

FIRST-TIME STUDENT HEADCOUNT
RETURNING STUDENT HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring
FY 76
FY 77
FY 78
- 98 -
FY 76
FY 77
FY 78

TABLE XI


TRANSFER STUDENT HEADCOUNT
GRADUATE STUDENT HEADCOUNT
4600
4400
4200
4000
3800
3600
3400
3200
3000
2800
2600
2400
2200
2000
1800
1600
1400
1200
1000
800
600
400
200
Fall
Spring - - - -
FY 76
FY 77
FY 78
- 99 -
FY 76
FY 77
FY 78